CHAPTER SUMMARY
In this chapter children
► describe ways in which each person is unique.
► identify feelings.
► express needs, wants, and emotions in healthful ways.
► demonstrate how to be responsible and show respect.
► identify ways to be a good friend.

Life Skills
Children practice managing stress caused by situations at school.

Building Good Character
Children show respect when they play games fairly.

Literature Springboard
Use the poem "Bad Mood" to spark interest in the chapter topic. See the Read-Aloud Anthology on page RA-3 of this Teacher Edition.

Prereading Strategies
SCAN THE CHAPTER Have children preview the chapter content by scanning the titles, headings, pictures, graphs, and tables. Ask children to predict what they'll learn. Use their predictions to assess prior knowledge.

PREVIEW VOCABULARY Have children preview the chapter vocabulary and sort the words into three groups. Have children look up unfamiliar words in the Glossary and record their definitions before they read the chapter.

<table>
<thead>
<tr>
<th>Words I Know</th>
<th>Words I've Seen or Heard</th>
<th>New Words</th>
</tr>
</thead>
</table>

Focus Skill Reading Skill
RECALL AND RETELL To introduce or review this skill, have children use the Reading in Health Handbook, pp. 248–253. Teaching strategies and additional activities are also provided.

Children will have opportunities to practice and apply this skill throughout this chapter.
- Focus Skill Reading Mini-Lesson, p. 190
- Reading Skill questions identified with the
- Activity Book p. 48 (shown on p. 197)
- Chapter Review, p. 208

Adapting for Reading Proficiency

<table>
<thead>
<tr>
<th>Read Aloud</th>
<th>Read Along</th>
<th>Read Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model reading the page. Have children summarize the page orally.</td>
<td>Invite children to read with you. Encourage them to summarize the page.</td>
<td>Invite children to read the page independently.</td>
</tr>
</tbody>
</table>
Reading Skill

Recall and Retell
To recall is to remember what you have read. To retell is to tell it in your own words.

School-Home Connection
Distribute copies of the School-Home Connection (in English or Spanish). Have children take the page home to share with their families as you begin this chapter.

Follow Up Have volunteers share the results of their activities.

Supports the Coordinated School Health Program

Health Graph
If you feel sad or angry, exercise can help you feel better. Exercise every day.

Be Active!
Use Super Stress Buster on Track 10.

Activities We Do with Parents

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>play games</td>
<td>0</td>
</tr>
<tr>
<td>make snacks</td>
<td>3</td>
</tr>
<tr>
<td>watch movies</td>
<td>6</td>
</tr>
<tr>
<td>read books</td>
<td>9</td>
</tr>
<tr>
<td>0 3 6 9 12</td>
<td></td>
</tr>
</tbody>
</table>

INTRODUCE THE CHAPTER

Health Graph

Interpret Data
Explain that the graph on this page shows some activities children like to do with their families. Point out that each section represents three children. How many children chose playing games? 6 children Which activity did the most children choose? read books
How many children chose it? 12 children Which activity did the fewest children choose? make snacks
How many children chose it? 3 children

Make a Graph
Ask volunteers to name the activity on the graph that they most like to do with their families. Tally the responses, and have children make a graph to show the results.

Daily Physical Activity

Use Be Active! Music for Daily Physical Activity with the Instant Activity Cards to provide children with movement activities that can be done in limited space. Options for using these components are provided beginning on page TR2 in this Teacher Edition.

Chapter Project
Getting to Know You (Assessment Guide p. 60)

ASSESS PRIOR KNOWLEDGE Use children’s initial ideas for the project as a baseline assessment of their understanding of chapter concepts. Have children complete the project as they work through the chapter.

PERFORMANCE ASSESSMENT The project can be used for performance assessment. Use the Project Evaluation Sheet, Assessment Guide p. 71.
LESSON 1
Pages 190–193

Objectives
- Recognize that each person is unique.
- Identify qualities that make people special.

When Minutes Count . . .
Complete the Quick Study, Lesson 1, Activity Book pp. 46–47 (shown on p. 191).

Program Resources
- Activity Book pp. 46–47
- Transparency 4

Vocabulary
special p. 190

Daily Fitness Tip
Although the sports children like to play are different, one thing is always the same—children must make sure to wear any necessary safety gear. Discuss various sports and the types of safety gear children should wear, such as a helmet, goggles, a mouth guard, and safety pads.

For more information, see Be Active! Resources for Physical Education pp. 167–168.

1. MOTIVATE
Have children write the following information on cards: hair and eye color; favorite game, book, and subject at school. Collect the cards and read them aloud. Have the class guess the identity of each child. Lead the class to see that children look different and like to do different things; everyone is special and different from every other person.

2. TEACH
Interpret Visuals—Pictures
How are the children on these pages similar and different? Children may note similarities or differences in hair, eye, and skin color; body size; gender; hair length; expressions; and clothing.

People Are Special

You are special. Being special is being different from everyone else. No one acts and feels just the way you do. No one looks just like you.

All people are special. They look different. Their feelings are different. They act in different ways, too.

Focus Reading Skill

Mini-Lesson
RECALL AND RETELL
After children read the lesson, have them practice recalling and retelling by answering the question What makes people special?

Complete Transparency 4 with children. More practice for this Reading Skill is provided on Activity Book p. 48 (shown on p. 197).
All people feel happy and sad. But they may have these feelings at different times and for different reasons. They show their feelings in different ways.

People learn in different ways. They also want to learn about different things. They have different interests.

**Discuss**

Have children read these pages. Point out that physical differences aren’t very important and shouldn’t be used to judge a person’s value. People are special because of who they are, how they think and feel, and what they do.

**What makes you laugh? What makes you feel scared?** Guide children to see that people react differently to different things. People don’t always have the same emotions at the same time.

Write the word *unique* on the board. Explain that something that’s *unique* is the only one of its kind. **How is each person unique?** Possible responses: Each person looks different, has different feelings, acts differently, and has different interests.

Write *personality* on the board. Explain that a *personality* is all of the parts of a person’s character that make the person unique. People may describe their personalities as funny, shy, cheerful, polite, kind, outgoing, or quiet. **Describe personalities of characters from television shows or books.** Responses will vary. Help children point out similarities and differences between the personalities.

Tell children that *self-concept* is what a person thinks about himself or herself. People with healthy self-concepts like the way they are.

**Critical Thinking** What can influence a person’s self-concept?

Possible responses: things people say about you, books you read, television shows, movies, and ads. Help children understand that they shouldn’t let one person or thing affect how they feel about themselves. Just because one person says something unkind to them doesn’t mean that they should feel bad about themselves. Speaking with friends and family members can help children get a better sense of themselves.
Critical Thinking How can a person's self-concept affect his or her personality? Possible responses: People who have positive self-concepts feel good about themselves. They may be more outgoing and talkative because they have confidence in themselves. People who don't feel good about themselves may not want to talk or have people notice them. Help children see that a person's ability to identify undesirable aspects of his or her personality allows the person to try to adjust them.

Interpret Visuals—Pictures
What activities do the children on these pages like to do? Take pictures, solve math problems, play soccer, play music, and dance.

Critical Thinking Is it all right for family members or friends to like different things? Yes; everyone doesn't have to like the same thing. Point out that people in the same family can have different interests but may have similar personality traits, such as being funny, serious, kind, respectful, or caring.

Activity
Set Goals Have children discuss the importance of goal setting. If they want to learn a new skill, they should set a goal and plan steps to meet the goal. For example, if they want to learn how to play soccer, they should decide how often they'll practice; practice; and then ask themselves how they're doing.

Critical Thinking What are some physical and emotional characteristics that are important for a person to have? Possible responses: strength, physical fitness, self-control, happiness, cheerfulness.

People have different skills and like to do different things. Some like to dance or play music. Others like to read or play sports. Some people like to do all of these things. What do these children like to do?
You can feel good about the ways you are special. You do not need to be like anyone else. Others do not need to be like you. If everyone looked and acted the same way, no one would be special!

Discuss
Why is it good that people look and act differently? If everyone were the same, no one would be special.

Activity
Respect Have children discuss why it's important to respect people who may look, speak, or act differently. Have children brainstorm ways they can include in games and activities children who have disabilities.

Health Background
Diversity and Tolerance Adults can do many things to help children respect differences among people. Most importantly, adults need to realize that children learn by example. If children are present, adults shouldn't tell jokes that appear to be disrespectful to a group of people. In addition, adults should point out stereotypes on television shows and in movies. Explaining to children that these characterizations misrepresent people will help prevent children from forming unfair impressions about people.

Source: KidsHealth
For more background, visit the Weblogography in Teacher Resources at www.harcourtschool.com/health
Keyword Emotional Health

3. WRAP UP
Review
1. Being special means being different from all others.
2. Accept any four of the following: the different ways people look, act, feel, and learn, and their different skills and interests
3. Sentences should tell why children think they are special.

Cultural Connection
Celebrate Diversity Play music from different countries, and display pictures of people from different cultures celebrating special days. Then ask children to identify one aspect of their family's culture they enjoy, such as a holiday they celebrate, a food they eat, or a song they sing. Ask volunteers to share their choices.

Language Arts
My Family and Me Show children how to make a Venn diagram. Ask children to think of a family member and write things they have in common with the family member in the parts of the circles that overlap. Have them write things they don't share with the family member in the left-hand section and things the family member doesn't share with them in the right-hand section.
LESSON 2
Pages 194–197

Objectives
- Recognize that everyone experiences many different feelings.
- Express needs, wants, and emotions in healthful ways.
- Describe how to communicate effectively.
- Explain the benefits of practicing self-control.
- Identify trusted adults when feeling uncomfortable or unsafe.

When Minutes Count . . .
Complete the Quick Study, Lesson 2, Activity Book pp. 46–47 (shown on p. 191).

Program Resources
- Activity Book pp. 46–48

Vocabulary
- needs p. 194
- wants p. 194
- emotions p. 195
- self-control p. 197

Daily Fitness Tip
Tell children that exercise is an effective coping strategy when they feel stress or anxiety. Skating, biking, or jumping rope can help them relax and take their minds off what’s bothering them. Exercising or playing with a friend will also help them manage stress and feel less alone.

1. MOTIVATE
Write on the board the names of different feelings, such as happiness, sadness, anger, surprise, worry, and fear. Act out each one, and have children identify the feeling from the list on the board. How can you tell what other people are feeling? Guide children to understand that feelings can be communicated without words through facial expressions and body language.

Managing Your Feelings

Lesson Focus
It is important to know how to manage your feelings.

Vocabulary
- needs
- wants
- emotions
- self-control

Needs are things you must have, such as food, water, and shelter. You also need love, a place to belong, and a trusted adult to care for you. Wants are things you would like to have but do not need. Needs should be met before wants.

One of these boys is ready to go swimming. His brother is ill. Which boy has a need? Which boy has a want?

Meeting Individual Needs Leveled Activities

BELOW-LEVEL Make Paper-Plate Faces Ask children to think of a time they wanted to go somewhere but couldn’t. How did they feel? Have each child draw a face on a paper plate to show how he or she felt.

ON-LEVEL Act Out Feelings Have children act out different feelings, such as anger, disappointment, boredom, or surprise. Ask volunteers to suggest what may have happened to cause each feeling.

CHALLENGE Write Stories Have children make up lists of opposite feelings, such as happiness and sadness or boredom and excitement. When they’ve completed their lists, ask them to write stories that include the pairs of opposites.
You can tell the adults who care for you about your needs and wants. Speak calmly. Do not yell. Trust your adults to do what is best for you.

If you do not get what you want, you may feel sad or angry. Sadness and anger are emotions, or feelings. So are happiness, fear, and worry. Share your emotions calmly. Your family will help you with them.

2. TEACH

Interpret Visuals—Pictures
What does the boy on page 194 want? He wants to go swimming. What does the boy on this page need, and why? He needs help from his mother to get well, because he’s ill.

Critical Thinking Which is more important—what the first boy wants or what his ill brother needs? Why? What the brother needs is more important; he’s ill and needs to get healthy. The first boy can go swimming another time.

Discuss
Have children read these pages. What are needs? Something you must have in order to live, such as food, water, shelter, love, and a place to belong. Point out that having a trusted adult care for you is a need, just like food, water, and shelter. What are wants? Something you would like to have but don’t need.

Critical Thinking Have children explain how they can express their needs, wants, and emotions in healthful ways. By speaking calmly and clearly and by not yelling, hitting, or losing my temper.

Have children identify trusted adults they can talk to if they are made to feel unsafe or uncomfortable.

Health Background

Child Abuse Children can be abused sexually, physically, verbally, emotionally, and through neglect. According to the Child Welfare League of America, more than half of all reported cases of abuse are the result of neglect in which basic needs aren’t being met.

Source: Child Welfare League of America

Lessons that provide strategies for teaching about child abuse, including sexual exploitation, are provided on pages TR30–TR33. Use these lessons in compliance with state and local guidelines.
Everyone feels sad or lonely at some time. Here are some ways you can help yourself feel better.

- Think about why you feel as you do.
- Write about how you feel. Draw pictures to show how you feel.
- Talk to your family about your feelings.

Discuss

After children read these pages, have them talk about times when they felt sad or lonely. What did you do to feel better? Possible responses: played with or talked with my friends or family

Tell children that the ability to bounce back from something sad or upsetting is called resiliency. It’s important to be resilient so that you don’t stay upset and can enjoy doing things you like to do. It is important for them to have emotional support from others. Activities that help children bond with friends and adults, such as playing sports or music, can foster resiliency.

Critical Thinking Why is it important to share angry or sad feelings? The person I share with may be able to help me find a way to feel better. Sharing my feelings may also help me realize that other people have felt the way I do and they were able to feel better again.

Activity

Honesty Have children discuss how when they’re honest about their feelings, adults can be more helpful in finding ways to help them feel better. For example, have children explain that if they are touched by a person in a way that makes them feel uncomfortable, they should tell a trusted adult so that he or she can make sure it doesn’t happen again.

Recall and Retell

After children read this page, have them recall and retell ways to feel better when they’re sad or lonely.

Language Arts

Character Emotions Most characters in a story feel a range of emotions. Ask children to choose a favorite character from a short book and list the emotions the character feels, from the beginning of the story to the end. You may want to model this by taking a short book and identifying a character’s emotions on each page. Discuss how the emotions were expressed and how they affected the character’s behavior and decisions.

Art

Coming to a Theater Near You Discuss with children the fact that books, movies, and television shows can make people feel scared, excited, sad, or nervous. Ads for movies often try to capture the feeling that a person will have while watching the movie. Ask children to choose an emotion and make a movie poster that captures that feeling.
Having **self-control** is controlling your emotions and actions. Practice self-control when you are angry. Instead of shouting, hitting, or throwing things, use these tips.

- Think about why you are angry.
- Take some time to calm down.
- Think of a way to feel better.

**Review**

1. **Vocabulary** What is having **self-control**?
2. Name three things you can do to keep control when you are angry.
3. Write a letter to tell a friend how to feel better when he or she is sad or upset.

**Discuss**

Write the term **self-control** on the board. Tell children that people who have self-control are able to control their emotions and actions. Help them recognize that feelings are expressed with actions. We can’t always choose our feelings, but we can control how we act on them.

**Critical Thinking** Have children explain the benefits of self-control. **How can self-control help when you’re angry?** Possible response: If I practice self-control, I can calmly try to explain why I’m angry instead of yelling or hitting, which can make a situation worse. Make sure children realize that destructive actions don’t help people with angry feelings. Talking is a better choice because it can help people feel better without causing harm.

**Activity**

**Make Good Decisions** Review with children the importance of using the steps for making decisions: think about the choices; eliminate choices that are against the law or their family’s rules; ask themselves what could happen with each choice; and make the best choice. Then have children use the steps to tell what to do when they’re angry with a friend on the playground.

**3. WRAP UP**

**Review**

1. **Self-control** means that you control your emotions and actions.
2. Think about why you’re angry. Take some time to calm down. Think of a way to feel better.
3. Letters should include suggestions such as thinking about why the friend feels the way he or she does, writing about the feeling, drawing pictures to show the feeling, or talking with family members or friends about the feeling.
Manage Stress

Going to school can sometimes give you stress, or nervous feelings. You can learn how to manage, or deal with, your stress. Here is what you can do.

1. Know what stress feels like.
Max is feeling stress. The stress is making his stomach hurt.

2. Figure out why you feel stress.
Max must give a report in class tomorrow. He is worried that he will not do a good job. Other children may laugh at him.

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1. MOTIVATE
Begin the lesson by acting as if you’re under a lot of stress. Tell children that you don’t have enough time to get the lesson done, your stomach hurts, and your hands are shaky. As you’re doing this, write the word stress on the board. Then resume your normal teaching tone, and discuss with children the signs of stress that you acted out.

2. TEACH
Discuss
Help children define stress as the feeling you have when you’re nervous, excited, anxious, or tense about something, such as a trip you can’t wait to take or an upcoming test. Point out that everyone feels stress, or has nervous feelings, at one time or another.

Critical Thinking When have you felt stress at school? Children may mention times when they were taking tests, speaking in front of the class, or doing something new, such as playing a new sport or learning a new skill.

Teacher Tip
Media Stress Be aware that many children suffer stress after hearing frightening or disturbing news stories on the radio or television. Encourage children to use some of the following techniques to help manage their stress: talk to a parent, teacher, or other trusted adult and express their feelings of fear and sadness; draw pictures; listen to music; think about a happy place; imagine themselves doing well in the stressful situation; take a walk; exercise or play a sport.
3. Do something to feel better. Talk to someone you trust.

Don’t worry. You’ll do a great job.

Thanks, Mom. I feel better now.

Max talks to his mom about his stress. She listens and helps calm him.

4. Prepare so you can manage the stress.

Max practices giving his report in front of his mom. He feels ready to give his report tomorrow.

Problem Solving
Use the steps to solve this problem.

You have a big spelling test tomorrow. You feel stress because you do not think you are ready for it. How can you manage your stress?

Step 1
What does Max’s stress feel like? His stress is making his stomach hurt.

Step 2
What is Max worried about? Max thinks that he won’t do a good job when he gives his report and that people will laugh at him.

Step 3
How does Max calm down? He talks to his mom about his stress. Why is talking to parents or other trusted adults helpful? They can suggest ways to manage your stress.

Critical Thinking
What other things could Max do to calm down? Possible responses: deep breathing, playing outside with friends, exercising.

Step 4
How does Max handle his stress? Max practices giving his report in front of his mom. This helps him feel ready and confident that he’ll do a good job when he gives his report the next day.

Activity
Caring Have children discuss how friends show they care for one another by helping one another when they feel stress.

3. Wrap Up

Problem Solving
Accept responses that suggest talking to someone children trust. Children should also suggest ways, such as taking a practice test or studying with a friend, in which they can prepare for the situation they’re worried about.

Using the Poster

Activity Have children role-play situations in which they use the steps for managing stress.

Display Poster 9 to remind children of the steps for managing stress.
Lesson 3
Pages 200–201

Objectives
► Recognize the importance of being responsible.
► Identify ways to be responsible to friends, family members, one’s community, and oneself.

When Minutes Count . . .
Complete the Quick Study, Lesson 3, Activity Book pp. 46–47 (shown on p. 191).

Program Resources
► Activity Book pp. 46–47

Vocabulary
responsible p. 200

Daily Fitness Tip
Tell children they can stay fit and be responsible at the same time. Suggest that they help their family or an elderly neighbor by raking leaves, shoveling snow, or taking garbage cans to the curb. Point out that doing things that show responsibility makes you feel good about yourself.

1. MOTIVATE
Talk with children about the responsibilities they have at home. What chores do you do at home? Possible responses: cleaning my room, feeding the dog or cat, walking the dog, watering plants, clearing the dinner table, washing or drying dishes

Tell children that doing chores is one way they’re responsible to their families. Explain that they’ll learn ways they can also be responsible for helping friends, family, their community, and themselves. Then have children read these pages.

2. TEACH
Interpret Visuals—Pictures
How is the girl on this page being responsible? She’s feeding her cat.

Lesson Focus
You are responsible to your family, your friends, your community, and yourself.

Vocabulary
responsible

ESL/ELL Support

LANGUAGE AND VOCABULARY Children may have difficulty understanding the meaning of responsible.

Beginning Ask children yes/no questions such as Are you responsible for your homework? or Are you responsible for washing my car? Have children answer yes or no for each question.

Intermediate Tell children to fold a piece of drawing paper in half and draw two pictures. One picture should show them demonstrating responsibility to people at home and the other should show them demonstrating responsibility to their school. Have them label each picture.

Advanced After children complete the Intermediate activity, have them write a simple sentence that describes each of their pictures. They can use the sentence frame I show responsibility when I _____.
You are also responsible to your community. You help keep it safe and clean. You obey laws and rules.

You are responsible to yourself, too. You learn things that will help you. You keep yourself safe and healthy. You stand up for what is right.

**Review**

1. **Vocabulary** What is being responsible?
2. How are you responsible to your community and to yourself?
3. Write about why it is important to be responsible to your family and friends.

**Discuss**

You may want to refer to the Building Good Character features in Chapters 6 and 9. Tell children that when they’re responsible to themselves, they’re showing personal, or individual, responsibility. How do you feel when you’re responsible and people know they can count on you? I feel good about myself.

**Critical Thinking** Ask children to explain the steps they should take when they have a task, or chore, to do. They should mention determining how to do the task and whether they need any materials or help to complete the task. Then they should carefully complete the task.

Why is it important to finish a job? If not, the job would not get done, or someone else would have to finish it.

**Recall and Retell**

Who are you responsible to? my family, my friends, my community, and myself

**Activity**

**Citizenship** Have children discuss ways they can show responsibility by being good citizens.

### 3. WRAP UP

**Review**

1. Being responsible means people can count on you.
2. Responsible to my community: keep parks and playgrounds clean, obey laws; responsible to myself: learn things that will help me, help keep myself safe and healthy, stand up for what’s right
3. Responses should explain that family and friends need to know they can trust the child and that being responsible to them shows that the child cares about them.
LESSON 4
Pages 202–203

Objectives
► Explain what it means to show respect and be polite.
► Identify ways to show respect in actions, words, and touches.

When Minutes Count . . .
Complete the Quick Study, Lesson 4, Activity Book pp. 46–47 (shown on p. 191).

Program Resources
► Activity Book pp. 46–47

Vocabulary
respect p. 202

Daily Fitness Tip
One way children can show that they respect one another is to follow safety rules that will prevent people from getting injured when playing sports. For example, children who are swimming shouldn’t push or jump on one another.

For more information, see Be Active! Resources for Physical Education pp. 195–196.

1. MOTIVATE
Tell children to suppose that they want to use a red crayon to draw a picture, but someone is already using it. What’s a rude way to get the crayon? grab the crayon and start using it What’s a polite way? ask if you can share the crayon
Which way do you prefer people to treat you? politely

2. TEACH
Interpret Visuals—Pictures
Have children compare how students on these two pages are behaving. Have them compare the students who are behaving respectfully and the ones who are not behaving respectfully.

Meeting Individual Needs
Leveled Activities

BELOW-LEVEL Make a Cartoon Have children draw a series of pictures about a child who shows respect for his or her family and friends.

ON-LEVEL Role-Play Respect Have pairs of children role-play situations in which two children show respect for each other by using respectful words, actions, or touches.

CHALLENGE The Golden Rule Write this sentence on the board: Treat others as you want them to treat you. Tell children to write a story about two characters who learn how to treat each other and then tell children to use this sentence as the moral, or lesson, of the story. Allow time for children to share their stories with the class.
Discuss
You may want to refer to the Building Good Character feature in Chapter 2 to review ways to show respect. **To whom should you show respect?** Everyone deserves respect, not only our friends, family members, and authority figures.

**Activity**
Communicate. Help children brainstorm a list of ways to be good listeners, including looking at the speaker, not interrupting the speaker, not letting their attention wander from the speaker, asking questions to find out more, giving nonverbal cues such as nodding, talking about what you heard. Then have children demonstrate these listening skills in role-playing situations; for example, listening to instructions in an emergency, getting directions, listening carefully to a friend, and so on.

**Recall and Retell**
After children read these pages, have them retell ways to show respect.

3. **WRAP UP**

**Review**
1. Accept any four of the following: being polite in the way you talk and act; saying please, thank you, and you’re welcome; not interrupting; sharing and working with others; being kind and helpful; listening carefully to people; raising your hand to get your teacher’s attention.

2. Showing respect is important because it helps people get along.

3. Showing respect: working together, taking turns, sharing, being polite, keeping the room clean; not showing respect: being rude, being messy, not helping one another, grabbing things, pulling on the teacher’s clothes.
1. MOTIVATE

Have children count off 1, 2, 3, 1, 2, 3, and so on, and form groups based on their numbers. How did you find the members of your group? I looked for children with the same number.

Explain that friends, like the groups, are often brought together by things they have in common. They stay together because they like to be with one another and are kind to one another. Have children explain how friends can affect a person’s feelings and emotional health. Then have children read these pages.

2. TEACH

Interpret Visuals—Pictures

How are the children on this page making a new friend? They’re asking someone to play with them.

LESSON 5

Pages 204–205

Objectives

- Recognize the importance of having friends.
- Identify ways to make new friends and to be a good friend.

When Minutes Count . . .

Complete the Quick Study, Lesson 5, Activity Book pp. 46–47 (shown on p. 191).

Program Resources

- Activity Book pp. 46–47, 50

Daily Fitness Tip

Tell children that people are more likely to exercise on a regular basis when they do it with a friend. People feel more motivated when they know that a friend is expecting them to join him or her.

Lesson Focus

Friends trust each other, share their feelings, and have fun.

A friend is someone you can trust. Friends like to do things together. They listen to each other and share their feelings. They like to play together.

You can make a new friend. Try asking someone new to play a game or sit with you at lunch.

ESL/ELL Support

LANGUAGE AND VOCABULARY Children may have difficulty with the irregular spelling of the word friend.

Beginning Ask children to name a friend. Write this sentence frame on the board: ____ is my friend. Help them write the complete sentence, with the friend’s name in the blank. Then have them draw a picture of the friend.

Intermediate Help children write these sentences: I have a friend. My friend is _____. Tell them to fill in the blank with a friend’s name. Then have pairs of children exchange papers and read them back to each other.

Advanced Challenge children to write a short note to a friend either within or outside the class. Tell them to write about something they have done with the friend and to use the word friend in the note.
Friends teach each other how to do new things. They also show respect for each other. A good friend does not ask you to do something that is wrong or unsafe. A good friend helps you stay healthy and safe.

**Review**
1. Name three things friends do together.
2. How can you make a new friend?
3. Write about ways friends act with each other.

**Activity**

**Respect**
Have children discuss the idea that friends who respect one another don’t ask one another to do something that’s wrong or unsafe. Remind them that when children try to make other children do something, this is called peer pressure. Tell children to talk to a trusted adult if they need help refusing to do unsafe things and resisting peer pressure.

**Recall and Retell**
After children read this page, ask them to recall and retell ways friends should treat each other.

**Problem Solving**
What is a responsible way to let a friend know that you’re upset? Possible response: I can talk honestly and calmly about my feelings so that my friend can understand how I feel.

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**3. WRAP UP**

**Review**
1. Accept any three of the following: listen to one another, share their feelings, play together, teach one another
2. I can ask someone new at school to play a game or sit with me at lunch.
3. Sentences should mention that friends share their feelings, respect one another, teach one another new things, and don’t ask one another to do anything that’s wrong or unsafe.
**Activities**

**Math**

**Ways We Like to Relax**

**Objectives**
- Interpret the data found on a graph.
- Make a graph.

**Suggested Time** 20 minutes

**Hints**
- Before children look at the graph, discuss different ways they might relax, such as playing a game, doing a puzzle, watching a funny movie or television show, or drawing a picture.
- Point out that each symbol on the graph represents three children.

**Learn More** Have children make their own graph about ways people relax.

**Writing**

**Happy Poem**

**Objectives**
- Identify things that make a person happy.
- Write a poem.

**Suggested Time** 20 minutes

**Hints**
- Help children brainstorm things that make them happy. Write their suggestions on the board.
- Help children think of rhyming words for the things they suggested.

**Learn More** Ask children to share their poems with an older person. Then have them ask the older person to talk about what makes him or her happy.

For **writing models** with examples, see Teaching Resources pp. 47-58. Rubrics are also provided.

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**Math**

**Ways to Relax Graph**

How many children chose listening to music?

How many more chose painting than exercising?

Make your own graph about ways to relax and manage stress.

Key: Each 😊 stands for 3 children.

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**Writing**

**Happy Poem**

Think of things that make you happy. Write a short poem about them. Then share it with the class.

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**Art**

**A Relaxing Vacation** Ask children to choose a place they would like to visit for a relaxing vacation and draw pictures that show what they would do there to relax, such as fishing with their families, swimming at the beach, hiking, or reading a book. Have volunteers talk about why they chose their places and what they would do there to relax.

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**Music**

**Mood Music** Point out that different types of music can evoke feelings, such as happiness, sadness, excitement, joy, and peacefulness. Play different kinds of music, and ask children to tell how each kind makes them feel. Then ask children to tell about or sing favorite songs that make them feel happy.
Respect

Showing Respect by Including Everyone

You can show respect by including everyone in a game or an activity. Sometimes a person may not be able to do an activity the way you usually do it. If you adapt, or change, the activity, everyone can join in.

How are these children showing respect for one another?

Activity

Work with a partner. List ways you can include everyone in a game or an activity.

Using the Poster

Activity  Suggest that children design and display their own posters about respect.

Display Poster 4 to remind children of ways to show respect. The poster can be displayed in the classroom, the school cafeteria, or another common area.

Building Good Character

Caring
Citizenship
Fairness
Respect
Responsibility
Honesty (Trustworthiness)

Objective
- Identify ways to show respect by including everyone in a game or activity.

Program Resources
- Poster 4

Vocabulary
respect  p. 207

BEFORE READING

Review ways children can show respect at home and at school, such as by being polite, kind, and helpful; sharing; listening to one another; and including everyone in games and activities.

DISCUSS

Ask children to think of a time when they or someone they care about was excluded from a game or activity. Talk about how they felt. Then ask them how they feel when they are included in a group activity. Elicit from them that they felt bad when they were excluded and happy when they were included.

The children in the picture are showing respect by including everyone in the activity.

ACTIVITY

Children may think at first that it doesn't seem possible to include everyone in some activities. Point out that people who are physically or mentally challenged can do many things. Have children describe ways to be accepting and welcoming of people who are different from them.
**Use Health Words** 10 pts. each
Possible sentences using the vocabulary words:
1. People are **special** because they enjoy doing different things.
2. Cleaning up is one way to show that you’re **responsible**.
3. These children show **respect** for each other.
4. The **emotion** this boy is feeling is sadness.

**Reading Skill** 20 pts.
5. Children should use their own words to tell what they learned about friends. Friends trust one another. This means they can count on one another. When friends share their feelings, they take turns listening and talking. People who are friends also teach one another new things.

**Use Life Skills** 10 pts. each
6. Having a stomachache, feeling nervous, or being unable to sleep can help you know that you’re feeling stress.
7. Know what stress feels like; figure out what’s making you feel stress; do something to feel better, and talk to someone you trust; prepare for the situation that’s worrying you.

**Write About It** 20 pts.
8. Children’s responses should include rules they can follow and chores they can do at home.
Use Life Skills
Look at the picture. Then answer the questions.

6. How does Max know he is feeling stress?
7. What are four steps you can use to manage stress?

Write About It
8. Write about some ways you can be responsible at home.

I can be responsible by keeping my room clean.

Formal Assessment

Your Feelings
1. Tell two ways in which people are different.
   Possible responses: People look different. They eat in different ways. They learn in different ways. They have different interests. They have different feelings about things. They have different skills.

Circle the letter of the answer that shows respect.
2. Casey wants to go to the zoo. She tells her mother.
   a. Casey asks, "Will you take me to the zoo sometime, please?"
   b. Casey yells, "Take me to the zoo now!"
3. Underline the sentences that tell ways you can be responsible.
   You can do your homework every night.
   You can do your chores without being asked.
   You can keep your toys in the park after a picnic.
   You can follow safety rules.

Performance Assessment
Use the Chapter Project and the rubric provided on the Project Evaluation Sheet. See Assessment Guide pp. 18, 60, 71.

Portfolio Assessment
Have children select their best work from the following suggestions:
- Lesson Review, pp. 193, 197
- Leveled Activities, pp. 194, 202
- Language Arts Activity, p. 201
- Writing Activity, p. 206
See Assessment Guide pp. 12–16.

Recall
1. A friend is someone you can trust.
   Possible response: You can trust your friends and share your feelings with them.
2. Friends listen to one another and share their feelings.
   Possible response: Friends listen to one another. Friends can learn new things from one another.
3. Friends teach one another new things.
   Possible response: Friends teach one another new things.